

# **Arizona Foreign and Native Language Standards**

## **Introduction**

Today's students prepare for the tomorrow in which they will need to function in varied contexts. The constant shrinking of the globe will expand their experience beyond that of previous generations to include contacts with other languages and cultures, both in their private lives and in their work. Languages are increasingly demanded in a wide range of professions. To succeed, students will need new tools, many of which are available primarily, if not solely, through the study of other languages. They include:

- the ability to communicate well for varied purposes. In other languages, as well as in English, effective communication requires an understanding of both the target language and culture under study and one's own, which implies the ability to interact confidently within many arenas, including the workplace and communities where the language is spoken.
- a solid foundation in basic subject matter and skills. All core subjects must contribute to this end, in an integrated fashion, to aid students in realizing the connections among the parts of their education. Basic subject matter includes the development of verbal reasoning, and listening skills and knowledge of the great achievements of human cultures, e.g., artistic, literary, scientific. The study of another language has been shown to enhance student performance in other academic fields. Learnings from other fields can also be reinforced in the foreign language classroom.
- an understanding and appreciation of the diversity of languages and cultures, including one's own. These tools aid students to function as responsible, informed, and confident citizens and enhance their personal development. They allow the finding of one's own place in the wider world.

## **Background**

The State Board of Education last adopted Foreign Language Standards in 1997; in 2001, the title of the standards was updated to Foreign and Native Language Standards. In 2014, the State Board of Education authorized the Arizona Department of Education to convene committees comprised of subject matter experts and language teachers to revise these standards.

## **Rationale**

Arizona's 1997 Foreign and Native Language Standards were written in grade bands with the expectation that students studied a single language starting in Kindergarten and continuing through high school. Revision of this standard acknowledges that students may enter into study of a new language at any point in the K-12 continuum and standards need to reflect student performance expectations based on when they enter study of a language. This approach to language learning focuses on performance and aims to build learners' capacity to use the language(s) of study a high level of proficiency in functional and meaningful ways in college and life. These standards state what students need to know about languages and cultures, including their own; what students need to be able to do; and how this knowledge and these abilities relate to the subject matter of other core areas. Although Arizona does not require foreign language study for graduation, all three state universities in Arizona require at least two years of foreign language coursework in order for an entering freshman to be considered college ready.

## Methodology

A committee to revise the Foreign and Native Language Standards was formed consisting of a representative sample of educators from around the state. It represented large and small schools, rural and urban districts, and ethnic diversity. Subject matter experts and language educators advised the committees. The goal was to revise the current academic standards in order to suit a variety of languages and language model programs.

The standards committee utilized information from the American Council on the Teaching of Foreign Languages (ACTFL), the Council on Foreign Relations, the Arizona Language Association, the Arizona College and Career Ready Standards, the World Readiness Standards for Language Learning, other states' language standards, and other research to promote quality instruction based on current, pedagogical, and research-based practices.

The revision process included a restructuring of the Arizona content standards to better facilitate the alignment of language competencies by performance or proficiency level while maintaining the content integrity of the existing standards. Over a period of months, the revision committees and smaller sub-committees refined the documents. External reviews by the public, higher educations, and language experts provided additional guidance and perspective to the committees. Reasonableness, usefulness, and appropriateness were the guidelines for the revision process.

## Organization of the Foreign Language Standards

The standards are organized under two broad categories: **Communication** and **Intercultural Competencies**. These are not intended to be taught as separate entities, and should be interwoven during instruction.

**Standards:** There are nine standards that are specified skills that are broken down into one or more language expectations.

### Communication

Interpretive Reading (IR)  
Interpretive Listening (IL)  
Interpretive Communication (IC)  
Presentational Reading (PR)  
Presentational Writing (PW)

### Intercultural Competencies

Cultures (CUL)  
Connections (CON)  
Comparisons (COMP)  
Communities (COM)

**Performance Levels**—each standard is broken down into three performance levels: **Novice (N)**, **Intermediate (I)**, and **Advanced (A)**. Within the communication standards, each performance level is further broken into three sub levels (Low, Mid, and High).

These standards for language study are highly challenging for all students. They assume an extended sequence of learning throughout the students' school career, thus reflecting the likely nature of schools in the future. These standards can be used to create a variety of classes, courses and programs for a variety of grade levels. In these standards we refer to "the target language," which may stand for world language, foreign language, second language, language other than English, American Sign Language, or heritage language.

## Coding of the Foreign Language Standards

Coding of these standards will follow the format: Content Area. Performance Level. Standard.Expectation

Examples:

- **FL.NH.IL.a:** Foreign Language, Novice-High, Interpretive Listening standard, expectation a.
- **FL.AM.IC.d:** Foreign Language, Advanced-Mid, Interpersonal Communication standard, expectation d.
- **FL.N.CUL.a:** Foreign Language, Novice, Cultures standard, expectation a.
- **FL.I.COM.b:** Foreign Language, Intermediate, Communities standard, expectation b.

# Communication

## Standard 1: Interpretive Listening (IL):

*Understand, interpret and analyze what is heard or viewed on a variety of topics. The student can:*

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
a. Recognize a few memorized words and phrases when hearing/viewing them spoken.	a. Recognize some familiar words and phrases when hearing/viewing them spoken.	a. Understand words, phrases, and simple sentences related to everyday life.	a. Understand the main idea in short, simple messages and presentations on familiar topics.	a. Understand the main idea in messages and presentations on a variety of topics related to everyday life, personal interests, and studies.	a. Easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.	a. Understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.	a. Understand the main idea and most supporting details on a variety of topics of personal and general interest as well as some topics of professional interest.	a. Easily follow narrative, informational and descriptive speech.
		b. Recognize pieces of information and sometimes understand the main topic of what is being communicated.	b. Understand the main idea of simple conversations and communications.	b. Understand the main idea of conversations and communications.	b. Usually understand a few details of conversations, even when something unexpected is expressed. Sometimes follow what is being communicated about events and experiences in various time frames.	b. Follow stories and descriptions of some length and in various time frames.	b. Follow stories and descriptions of some length with supporting details and in various time frames.	b. Understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts.

## Standard 1: Interpretive Listening (IL):

*Understand, interpret and analyze what is heard or viewed on a variety of topics. The student can:*

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
						c. Understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.	c. Understand information presented in most genres even when not familiar with the topic.	c. Sometimes follow extended arguments and different points of view.

## Standard 2: Interpretive Reading (IR):

*Understand, interpret and analyze what is read or viewed on a variety of topics. The student can:*

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
a. Recognize a few letters or characters, and a few memorized words, and phrases.	a. Recognize letters or some characters. Understand some learned or memorized characters, words and phrases.	a. Understand familiar words, phrases, and sentences within short and simple texts related to everyday life.	a. Understand the main idea of short and simple texts when the topic is familiar.	a. Understand the main idea of texts related to everyday life, personal interests, and studies.	a. Easily understand the main idea of texts related to everyday life, personal interests, and studies.	a. Understand the main idea and some supporting details on a variety of topics of personal and general interests.	a. Understand the main idea and some supporting details on a variety of topics of personal and general interests, as well as some professional topics.	a. Understand what was read on most topics that deal with special interests, unfamiliar situations, and abstract concepts.
					b. Sometimes follow stories and descriptions about events and experiences in various time frames.	b. Follow stories and descriptions of some length and in various time frames and genres.	b. Follow stories and descriptions of considerable length and in various time frames and genres, even with an unfamiliar topic.	b. Easily follow narrative, informational and descriptive texts of any length and in various time frames and genres.

### Standard 3: Interpersonal Communication (IC):

*Interact and negotiate meaning in spoken, written or signed conversations to share information, reactions, feelings and opinions. The student can:*

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
a. Communicate on some very familiar topics using single words and phrases that have been practiced and memorized.	a. Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.	a. Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.	a. Participate in conversations on familiar topics using simple sentences.	a. Participate in conversations on familiar topics using a series of sentences and a few connecting words.	a. Participate with ease and confidence in conversations on familiar topics using connected sentences.	a. Engage in conversations about familiar topics that go beyond everyday life using simple paragraph-length discourse.	a. Engage fully in conversations and discussions not only on familiar topics, but also on some concrete social, academic, and professional topics using connected paragraph-length discourse.	a. Engage freely and spontaneously in conversations and discussions expressing self freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues using connected paragraph-length discourse.
		b. Usually handle short social interactions in everyday situations by asking and answering simple questions.	b. Handle short social interactions in everyday situations by asking and answering simple questions.	b. Handle short social interactions in everyday situations by asking and answering a variety of questions.	b. Handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	b. Handle familiar situations with an unexpected complication.	b. Confidently handle routine situations with an unexpected complication.	b. Confidently handle routine situations with an unexpected complication.
				c. Usually communicate about events and experiences of daily activities and personal life.	c. Usually communicate about events and experiences with some detail in various time frames.	c. Communicate in an organized way and with some descriptive detail about familiar events and experiences in various time frames.	c. Communicate in an organized way and with descriptive detail about familiar and some unfamiliar events and experiences in various time frames.	c. Communicate in an organized way and with descriptive detail about familiar and unfamiliar events and experiences in various time frames.

### Standard 3: Interpersonal Communication (IC):

*Interact and negotiate meaning in spoken, written or signed conversations to share information, reactions, feelings and opinions. The student can:*

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
							d. Express point of view in conversations and discussions on some complex issues.	d. Usually express and support opinion and develop hypotheses on topics of particular interest or personal expertise.

### Standard 4: Presentational Speaking (PS):

*Present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners or viewers. The student can:*

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
a. Present information about self and some other very familiar topics using single words or memorized phrases.	a. Present information about self and some other very familiar topics using a variety of words, phrases, and memorized expressions.	a. Present basic information on familiar topics using practiced language, using phrases and simple sentences.	a. Present information on most familiar topics using a series of simple sentences.	a. Make presentations on a wide variety of familiar topics using connected sentences.	a. Make presentations in a generally organized way on events, experiences, and academic topics with some control of various time frames.	a. Deliver organized presentations appropriate to an audience on a variety of topics, events and experiences in various time frames.	a. Deliver well-organized and detailed presentations on events, experiences, concrete social, academic, and professional topics in various timeframes.	a. Deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics, issues, interests and some special fields of expertise in various time frames.

## Communication



## Standard 5: Presentational Writing (PW):

*Present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of readers or viewers. The student can:*

NOVICE			INTERMEDIATE			ADVANCED		
Low	Mid	High	Low	Mid	High	Low	Mid	High
a. Copy some familiar words, characters or phrases.	a. Write lists and memorized phrases on familiar topics.	a. Write short messages and notes using phrases and simple sentences on familiar topics related to everyday life.	a. Write short messages about most familiar topics and present information using a series of simple sentences.	a. Write about a wide variety of familiar topics using connected sentences.	a. Write simple paragraphs in a generally organized way on events, experiences, and academic topics with some control of various time frames.	a. Write organized paragraphs appropriate to an audience on a variety of topics, events, and experiences in various time frames.	a. Write well-organized, detailed and connected paragraphs on events, experiences, concrete social, academic, and professional topics in various time frames.	a. Write extensively with significant clarity and precision on a variety of topics, issues, interests and some special fields of expertise in various time frames.

## Intercultural Competencies

### Standard 6: Cultures (CUL):

*Use the target language to investigate, explain and reflect on the relationship between the practices, products, and perspectives of cultures studied. The student can:*

NOVICE	INTERMEDIATE	ADVANCED
a. Identify basic practices, products, and perspectives of cultures where the target language is spoken (i.e. greetings, holiday celebrations, body language, gestures, and traditions).	a. Investigate similarities and differences in practices, products, and perspectives used across cultures (e.g., holidays, family life, historical and contemporary figures) to understand one's own and others' ways of thinking.	a. Analyze and evaluate practices, products, and perspectives of the culture(s) studied and describe how they are interrelated to topics of philosophy, social issues, regionalisms, history, and traditions of cultures as compared with their own.
b. Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances and recognize products of culture (e.g. food, shelter, clothing, transportation, toys).	b. Use appropriate language and behaviors while participating in familiar culturally authentic activities and situations (e.g. presentations, virtual activities, community celebrations, theatrical productions, concerts, interviews).	b. Interact at a culturally competent level in familiar and some unfamiliar cultural situations (e.g. community events, travel, service activities, interactions).

### Standard 7: Connections (CON):

*Build, reinforce and expand knowledge of other content areas and evaluate information and diverse perspectives while using the language to develop critical thinking and solve problems creatively. The student can:*

Novice	Intermediate	Advanced
a. Identify and use familiar vocabulary and phrases in the target language, supported by resources (e.g., maps, graphs, visuals, audio) to reinforce prior knowledge and make connections to new knowledge of familiar topics in other content areas (e.g., geography, history, arts, math, science).	a. Access and interpret information in the target language on familiar topics and use it to reinforce and further knowledge in other content areas.	a. Analyze and synthesize information gathered in the target language to think critically and solve problems in other content areas and real world situations in the culture(s) studied and his/her own.

## Standard 8: Comparisons (COMP):

*Use the language to investigate, explain and reflect on the nature of language and the concept of culture through comparisons of the language and cultures studied to his/her own. The student can:*

Novice	Intermediate	Advanced
a. Recognize and compare words, true and false cognates, sound patterns, and basic grammatical structures of the target language with those of his/her language.	a. Recognize and compare features of target language with his/her own (e.g., language patterns, expressions, sentence structures).	a. Analyze and compare features of different registers of language, cultural perspectives as reflected in a variety of genres (e.g. literature, blogs, podcasts, newspaper articles), and regional sound patterns (e.g., pronunciation, intonation, stress).
b. Identify and compare products and practices (e.g. celebrations, dances, oral stories, food) typical of the target culture and his/her own.	b. Compare and contrast familiar topics (e.g. geography, history, and the arts) and discuss the impact on both cultures.	b. Research cultural traditions and authentic works in order to analyze the viewpoints and impact on cultures (e.g. recognize stereotypes).

## Standard 9: Communities (COM):

*Use the language to participate in the community and in the globalized world, and to reflect on progress in language use for enjoyment, enrichment and advancement. The student can:*

Novice	Intermediate	Advanced
a. Communicate using key words and phrases in the target language within and beyond the school setting.	a. Use expanded vocabulary and structures in the target language to access and interact with different media and community resources within and beyond the school setting.	a. Use language skills and cultural understanding to interact in the target language on a variety of topics within and beyond the school setting.
b. Participate in simple activities and cultural events within and beyond the school setting.	b. Use the target language to participate in activities for personal enjoyment and community involvement within and beyond the school setting.	b. Use target language to communicate with organizations or individuals to access information on personal and professional growth opportunities within and beyond the school setting.